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| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **Enduring Understandings** | | |
| **Instructional Period** | **All Content Areas** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| Conflict and Change  Culture:  Governance:  Human-Environment Interaction  Location:  Movement and Migration:  Production, Distribution, and Consumption:  Time, Change and Continuity | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** | EU-The student will **demonstrate understanding** that when there is conflict between or within societies, change is the result.  EU-The student will **recount t**hat as a society increases in complexity and interacts with other societies, the complexity of the government also increase.  EU- Human-Environment Interaction EU- The student will **describe** that humans, their society, and the environment affect each other.  EU- The student will **understand** that location affects a society’s economy, culture, and development.  EU- The student will **recall** that movement or migration of people and ideas affects all societies.  EU- The student will **understand** that the production, distribution, and consumption of goods /services produced by the society are affected by the location, customs, beliefs, and laws of the society.  EU: The student will **analyze** that while change occurs over time, there is continuity to the basic structure of that society | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect**  **Create**  **Compare**  **Organize**  **Summarize**  **Differentiate**  **Critique** | **2, 3, 4** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

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| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources**  **(on/offline)** |
| **3** | \* How might conflict among family members result in change for that family?  Written Response  Picture creation | Textbooks, computer, primary and secondary resources |
| **2** | \* What conflict has occurred in your community and how was it resolved?  Written Response; partner activities and small group work; Picture creation; AVID strategies | Textbooks, computer, primary and secondary resources |
| **3** | \* Why do you think society has changed as government has become more complex?  Written Response; partner activities and small group work;  AVID strategies | Textbooks, computer, primary and secondary resources |
| **3** | \* How does government react when complex societies interact or combine?  Written Response; partner activities and small group work;  AVID strategies | Textbooks, computer, primary and secondary resources |
| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Assessment Items/Tasks** | **Resources**  **(on/offline)** |
| **3** | \* Why would a society change its environment?  Written Response; partner activities and small group work; AVID strategies | Media Center research materials, internet. |
| **3** | \* Contrast your lifestyle (i.e.- jobs, house, entertainment) depending on where in Georgia you  currently live or where in the United States/World you have lived?  Written Response; partner activities and small group work; AVID strategies | Media Center research materials, internet. |
| **2** | \* What are the positive/negative consequences of moving? Written Response; partner activities and small group work; AVID strategies | Media Center research materials, internet. |
| **3** | \* Contrast your lifestyle (i.e.- jobs, house, entertainment) depending on where in Georgia you currently live or where in the United States/World you have lived?  Written Response; partner activities and small group work; AVID strategies | Media Center research materials, internet. |

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| **Standards (Primary)** | | | | **DOK (Ceiling)** | | | **Integrated** | |
| All Enduring Understandings | | | | 2-4 | | |  | |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**  **TAPS 2, 3**  See above in possible aligned activities | | | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***  Natural  Human  Capital  Economy  Income  Spending  Saving  Investing  Time  change | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***  Conflict Change  Culture  Religion  Beliefs  Customs  Traditions  Government  Way of life  Governance  Complex | | | **Vocabulary Tier 3**  ***Content-specific, domain-specific***  **.**  Movement  Migration  Production  Distribution  Consumption  Entrepreneurship (used to create goods and services)  **TAPS 2, 3, 5** | | |
| **Pre-assessment to Inform Instruction**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Assessment for Learning** or **Assessment of Learning**  Enduring Understanding Assessment  Students will identify all parts of Enduring Understandings and create a written response  **TAPS 2, 3, 4** | | | | | | | |
| **DO** |  | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | | | Complete choice tasks—individual and collaborative |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | | | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | | | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | | | Complete choice tasks—individual and collaborative  These will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:*** | **Mini-Lesson**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint, primary and secondary sources  Students will write a response to the assigned topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students are assigned reading tasks from various primary and secondary sources | | | | | | | |
| **Enrich/Elaborate**  (differentiation of process )  ***WICOR:*** | .  Students will complete a choice task based on their chosen level of rigor | | | | | | | |
| **Evaluation**  (Formative assessment)  ***WICOR:*** | Students will be assigned a multiple choice and written response assessment | | | | | | | |
| **Resources** | Media Center research materials, internet  Textbooks, computer, primary and secondary resources | | | | | | | |